

**A DESCRIPTIVE STUDY ON TEACHING SPEAKING AT THE
TENTH GRADE OF OFFICE ADMINISTRATION DEPARTMENT
AT SMK N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**



PUBLICATION ARTICLE

**Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department**

by

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**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
APRIL, 2016**

APPROVAL

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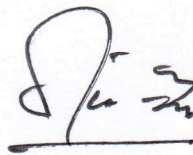
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A handwritten signature in black ink, appearing to read 'Djoko Srijono', written over a horizontal line.

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A DESCRIPTIVE STUDY ON TEACHING SPEAKING AT THE
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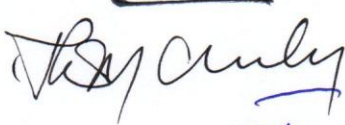
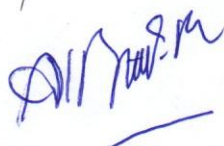
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PRONOUNCEMENT

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Surakarta, April 20, 2016

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**A DESCRIPTIVE STUDY ON TEACHING SPEAKING AT
THE TENTH GRADE OF OFFICE ADMINISTRATION
AT SMK N 1 BANYUDONO IN 2015/2016 ACADEMIC YEAR**

Abstract

This study aims at describing the technique used by the teacher in teaching-learning process of speaking, the problems faced by the English teacher and the students, and the way teacher and students solves the problems in teaching-learning speaking at the tenth grade of Office Administration Department. The writer uses descriptive qualitative research. The subject of this study is the English teacher and the tenth grade students of Office Administration Department. The methods of collecting data are observation, content of document analysis, and interview. In analyzing data, the writer uses an interactive model, namely, data reduction, data display, and verification of the data. Based on the research finding, the teacher used discussion in teaching speaking, while the procedures on teaching speaking skill are; 1) opening, 2) choral imitation, 3) individual imitation, 4) assignment, 5) presentation, 6) evaluation, and 7) closing. But the teacher did not always use all of the teaching procedures. The problems faced by the teacher are; 1) the limited time in speaking teaching-learning process, 2) the different capability of the students. The problems faced by the students are; 1) lack of vocabulary, 2) got difficulty in pronouncing the word, 3) got difficulty in spelling the word, and 4) being afraid of making mistakes. The strategies to solve the problems faced by the English teacher in teaching-learning speaking are; 1) making a summary or the points, 2) giving some opportunities to the students to ask something. The strategies to solve the problems faced by the students in teaching-learning speaking are; 1) bringing a dictionary, 2) practicing frequently, 3) reading an English book, and 4) learning from their mistakes.

Keywords: *problems faced by the teacher and the students, strategies to solve the problems, speaking skill, technique used during teaching-learning process in speaking*

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan teknik yang digunakan oleh guru dalam proses pembelajaran berbicara, masalah yang dihadapi oleh guru bahasa Inggris dan para siswa, dan cara yang digunakan guru dan para siswa untuk menyelesaikan permasalahan dalam pembelajaran berbicara pada kelas sepuluh jurusan Administrasi Perkantoran. Peneliti menggunakan penelitian deskriptif kualitatif. Subjek dari penelitian ini adalah guru bahasa Inggris dan para siswa kelas sepuluh jurusan Administrasi Perkantoran. Metode pengumpulan data yang digunakan adalah isi dari dokumen yang dianalisa dan wawancara. Dalam menganalisa data, penulis menggunakan model interaksi diantaranya; reduksi data, display data, dan data verifikasi. Berdasarkan penemuan penelitian, guru menggunakan teknik diskusi dalam pembelajaran berbicara, sedangkan prosedur pengajaran dalam pembelajaran berbicara adalah; 1) pembukaan, 2) peniruan berkelompok, 3) peniruan individu, 4) penugasan, 5) presentasi, 6) evaluasi, and 7) penutup. Tetapi guru tidak selalu menggunakan semua prosedur pengajaran. Masalah yang dihadapi guru diantaranya; 1) keterbatasan waktu dalam proses pembelajaran berbicara, 2) perbedaan kemampuan siswa. Permasalahan yang dihadapi siswa adalah; 1) kekurangan kosa kata, 2) kesusahan dalam mengucapkan kata, 3) kesusahan dalam mengeja kata, dan 4) takut membuat kesalahan. Strategi untuk menghadapi masalah yang dihadapi guru bahasa Inggris dalam pembelajaran berbicara adalah; 1) membuat inti atau ringkasan, 2) memberikan kesempatan

kepada siswa untuk bertanya. Strategi untuk menghadapi masalah yang dihadapi para siswa dalam pembelajaran berbicara adalah; 1) membawa kamus, 2) berlatih lebih sering, 3) membaca buku berbahasa Inggris, 4) belajar dari kesalahan mereka.

Kata kunci: permasalahan yang dihadapi guru dan para siswa, strategi untuk menghadapi masalah, teknik yang digunakan dalam proses pembelajaran berbicara

1. INTRODUCTION

Bailey and Savage (1994:vii) in Fauziati (2010: 15) stated that speaking is the most demanding skill in learning English as the foreign or second language. To conduct a communication, we can do by two ways in spoken and written. In spoken communication, the person is required to convey orally, sending the information to the other effectively and clearly. Beside that, the speakers may have different purpose of their speech. Sometimes they want to get more information about something, they want to order or ask to their interlocutor. Based on the purpose, speaking is divided into two types, namely, formal speaking and informal speaking. Formal speaking is usually used habitually by the student to their teacher or person to the older and has the higher status from them. Informal speaking is commonly used to make a communication with their friends, family, or someone who has close relation with them.

In teaching-learning speaking, the teacher has to ensure that the learner understands in communication. In Indonesia, as English is adopted as a foreign language, it is not easy to learn it. Usually one of the problems that occurs in learning speaking skill is to master the vocabulary, and the other case the learner is not confident enough to deliver their speech. It can be caused by the habits of the learner in learning language. It is important and necessary for the learner to repeat and familiarize the foreign language daily. Indeed, many problems can appear in learning speaking, so that the teacher who teaches speaking must be creative and attractive in choosing the strategy or technique that is appropriate with the condition and situation of the classroom. Beside Senior High School, Indonesia has another kind usually known as Vocational School or in Indonesian it is called *Sekolah Menengah Kejuruan (SMK)*. Generally, the students of vocational school are more prepared to get a job because they are trained more in their competences.

The objective of the study is to describe the technique used during teaching-learning process on speaking for the tenth grade of Office Administration Department at SMK N 1 Banyudono in 2015/2016 academic year. Then it is also describe the problems faced by the English teacher and the students during teaching-learning process on speaking, and describe the teacher and students strategies to solve the problems in teaching-learning speaking for the tenth grade of Office Administration Department at SMK N 1 Banyudono in 2015/2016 academic year.

There are some researches which are already used as reference by the writer for the research because they have long been focused on the research on speaking skill. Efrizal (2012) draws the conclusion on his research that CLT (Communicative Language Teaching) is the method which is suitable and it can improve the speaking skill of the students. Ekawati (2009) draws the conclusion on her research that teaching speaking using multidirectional information gap with jigsaw activities is effective to improve students' speaking ability. Permatasari (2013) concluded on her research that group discussions can help the students to increase their speaking skill, this is because the students learnt to discuss their argument in a small group first before they tell to the bigger group, which makes the students have an

interaction to their friends. Febrianingrum (2014) concluded on her research that the use of first language from the teacher has some functions, they are; to explain the material, to give correction, to explain homework, to explain some tasks, to tell the teacher's past, joke, and to explain grammar. Oradee (2012) concluded on his research that using three communicative activities (discussion, problem-solving, and role playing) make the students feel satisfied and enjoy when they learn, further more they feel success and it can motivate them to speak English. Tanti (2011) concluded on her research that the implementation of teaching English speaking skill makes the students know and learn early about English, then the teacher uses textbook, pictorial, and song to make the student more understand. And the last is Zhu (2012) draws the conclusion on his research that games can make the learners interested in the lesson.

Brown (1994:7), Kirnble and Garmezy (1963:133) agree that teaching process is helping or sharing somebody to get how something happen. It can be an instruction, guide, or provide the study of something with knowledge so that the student will understood. Language learning refers to the learning to use a language. Klein (1996:2) assumed that learning is an experimental process which resulting in a relatively permanent change of behavior that cannot be explained by temporary states, maturation, or even in innate tendencies. Brown (1994:7), Kirnble and Garmezy (1963:133) agree that teaching process is helping or sharing somebody to get how something happen. It can be an instruction, guide, or provide the study of something with knowledge so that the student will understood. Language learning refers to the learning to use a language. Klein (1996:2) assumed that learning is an experimental process which resulting in a relatively permanent change of behavior that cannot be explained by temporary states, maturation, or even in innate tendencies. Bailay's (2006: 64) agrees that speaking is a productive oral skill, and some people contrasted speech with writing. And according to Harmer (1990: 41), a person has some purposes for doing communication. Nunan (2003: 54-56) said that there are five principles in teaching speaking. First, the difference between second language and foreign language. Second, make sure that the student have opportunities to practice the fluency and accuracy. Third, give the student a chance to make a group or a pair for conversation. Fourth, make a task for planing the speaking activity to involve the meaning. And, the classroom activities must involve the guidance and practical in interaction. Fauziati (2010: 18-29) believes that there are some techniques used by the teacher to teach speaking skill, they are; 1) role playing, 2) games, 3) problem solving, 4) discussion, and 5) song.

2. RESEARCH METHOD

This research was conducted on September 29 to October 13, 2015 at the tenth grade of Office Administration Department of SMK N 1 Banyudono in 2015/2016 academic year. The subject of the study are; one English teacher and two classes of the tenth grade of Office Administration Department in SMK N 1 Banyudono in 2015/2016 academic year. The object of this study is teaching-learning speaking at the tenth grade of Office Administration Department of SMK N 1 Banyudono in 2015/2016 academic year. The writer observed three times, the first observation was done on Tuesday, September 29, 2015. Then, the second observation was done on Tuesday, October 6, 2015. And the last observation was done on Tuesday, October 13, 2015. The writer observed only one class to get the data in teaching class procedure, while to get the data for the interview, the writer observed two classes. To collect the research data, based on the aim of the study, the writer applied three research techniques, namely: observation, interview, and document analysis. The data in this research are analyzed by using descriptive qualitative research. The writer uses an interactive model that includes three main components, namely: the data reduction, data display, and verification of data or conclusion.

3. RESEARCH FINDING AND DISCUSSION

a. Research Finding

The writer used some methode for collecting the data. First, the writer observed the teaching-learning process on speaking skill in the class to get real description. Then, the writer analyze the document such as the speaking materials, lesson plan, some field note, sound recording, and the result of the students works. And interview with the teacher and some students at the tenth grade of Office Administration Department.

1) The Technique Used during Teaching-learning Process in Speaking

Based on the observation, the teacher used the same technique when the teacher taught speaking skill at the tenth grade of Office Administration Department. The teacher used discussion in teaching speaking because it is suitable with the topic at that time. The teacher used discussion because the technique is not only appropriate with the materials, but also the technique can increase the students' ability in speaking English, and also the students can be more critical with the development or situation of their environment and current issue. The students also become more confident because they should make some reasons to support their arguments and they should struggle with their reasons. It is appropriate with Fauziati (2010: 27) that in discussion the learners are divided into some groups then they have to discuss some topics given by the teacher.

In using discussion technique, the teacher has some classroom procedures but he did not use the same procedure in each meeting. Because it depends on the materials and the situation of the classroom. At the first observation the teacher used opening, choral immitation, individual imitation, assignment, presentation, evaluation, and closing. While in the second observation the teacher did not use choral immitation because he wants to check the ability of each student individually. And the third observation, the teacher did not use individual imitation because in the last meeting the students have understood with the materials.

2) Problem Faced by Teacher and Students in Speaking Teaching-learning Process

a) The Problems Faced by the Teacher in Speaking Teaching-learning Process

The teacher has problems during teaching-learning process, namely: 1) the limited time in teaching-learning process: the time given in the 2013 Curriculum is not enough for the teacher to give all of the materials, 2) the different capability of the students: there are the students who easily understand the explanation or the instruction from the teacher, but there are some students also have difficulties in learning.

b) The Problems Faced by the Students in Speaking Teaching-learning Process

There are also some problems faced by the students in learning English, namely: 1) lack of vocabulary: the students feel confused when the English teacher asks or explains something in English because they do not understand the meaning of what the teacher says, 2) the difficulty in pronouncing the words: the students usually use Indonesian and Javanese rather than English, so that when their teacher asks them to speak in English the students will feel strange, 3) the difficulty in spelling the word: the students commonly only remember how to pronounce the word, but they do not know the complete letters that have to be written by them, and 4)

being afraid of making mistakes: the students think that they are better to keep silence than to speak although it is wrong.

3) The Strategies to Solve the Problems in Teaching-learning Speaking

a) The Strategies to Solve the Problems Faced by the English Teacher in Speaking Teaching-learning Process

There are some strategies to solve the problems from the teacher in teaching-learning speaking English at SMK N 1 Banyudono, they are: 1) the teacher makes a summary or the points that have to be made before the teaching-learning process, the teacher also recommends the students to join the English extracurricular, then the teacher also has to manages the time for explanation and comprehension or exercising the materials, and the teacher gives the students an attractive exercise and homework, 2) the teacher always gives some opportunities to the students to ask, the teacher always asks the students to bring a dictionary or laptop, the teacher also often gives them exercise both individually or in group

b) The Strategies to Solve the Problems Faced by the Students in Speaking Teaching-learning Process

There are some strategies to solve the problems from the students, namely: 1) the students bring a dictionary or a laptop in English class, and they make a note from the meaning of the unfamiliar word, 2) the students have to practice English frequently by imitating an English film, music, or another English expressions in youtube to make them understand how to pronounce the English words, 3) the students read an English books or articles to understand how to spell the words, 4) the students should commute their assumption that learning English is easy and initiate to learnt it

b. Discussion

Based on the research finding, the writer gets some results. The first is the technique used by the teacher during teaching-learning process on speaking. The teacher used discussion because the technique is not only appropriate with the materials, but also the technique can increase the students' ability in speaking English, and also the students can be more critical with the development or situation of their environment and current issue. The students also become more confident because they should make some reasons to support their arguments and they should struggle with their reasons. It is appropriate with Fauziati (2010: 27) that in discussion the learners are divided into some groups then they have to discuss some topics given by the teacher.

In using discussion technique, the teacher has some classroom procedures but he did not use the same procedure in each meeting. Because it depends on the materials and the situation of the classroom. At the first observation the teacher used opening, choral imitation, individual imitation, assignment, presentation, evaluation, and closing. While in the second observation the teacher did not use choral imitation because he wants to check the ability of each student individually. And the third observation, the teacher did not use individual imitation because in the last meeting the students have understood with the materials.

Based on the research finding, there are some problems faced by the teacher and students. The teacher has problems during teaching-learning process, they are: 1) the limited time in teaching-learning process: the time given in the 2013 Curriculum is not enough for the teacher to give all of the materials, 2) the different capability of the students: there are the students who easily understand the explanation or the instruction from the teacher, but there are some students also have difficulties in learning.

Based on the research finding, there are also some problems faced by the students in learning English, they are: 1) the lack of vocabulary: the students feel confused every the English teacher asks or explains something in English because they do not understand the meaning of what the teacher says, 2) the difficulty in pronouncing the words: the students usually use Indonesian and Javanese rather than English, so that when their teacher asks them to speak in English the students will feel strange, 3) the difficulty in spelling the word: the students commonly only remember how to pronounce the word, but they do not know the complete letters that have to be written by them, and 4) being afraid of making mistakes: the students think that they are better to keep silence than to speak although it is wrong.

Based on the research finding, there are some strategies to solve the problems from the teacher in teaching-learning speaking English at SMK N 1 Banyudono, they are: 1) the teacher makes a summary or the points that have to be made before the teaching-learning process, the teacher also recommends the students to join the English extracurricular, then the teacher also has to manage the time for explanation and comprehension or exercising the materials, and the teacher gives the students an attractive exercise and homework, 2) the teacher always gives some opportunities to the students to ask, the teacher always asks the students to bring a dictionary or laptop, the teacher also often gives them exercise both individually or in group.

Based on the research finding, there are some strategies to solve the problems from the students, they are: 1) the students bring a dictionary or a laptop in English class, and they make a note from the meaning upside the unfamiliar word, 2) the students have to practice English frequently by imitating an English film, music, or another English expressions in youtube to make them understand how to pronounce the English words, 3) the students read an English books or articles to understand how to spell the words, 4) the students should commute their assumption that learning English is easy and initiate to learn it.

There are differences results among this research and the previous studies which have the same focus, in teaching speaking. Efrizal (2012) draws the conclusion on his research that CLT (Communicative Language Teaching) is the method which is suitable and it can improve the speaking skill of the students. Ekawati (2009) draws the conclusion on her research that teaching speaking using multidirectional information gap with jigsaw activities is effective to improve students' speaking ability. Permatasari (2013) concluded on her research that the group discussions can help the students to increase their speaking skill, this is because the students learnt to discuss their argument in a small group first before they tell to the bigger group, it makes the students have an interaction to their friends. Febrianingrum (2014) concluded on her research that the use of first language from the teacher has some functions, they are; to explain the material, to give correction, to explain homework, to explain some tasks, to tell the teacher's past, joke, and to explain grammar. Oradee (2012) concluded on his research that using three communicative activities (discussion, problem-solving, and role playing) make the students feel satisfied and enjoy when they learn, further more they feel success and it can motivate them to speak English. Tanti (2011) concluded on her research that the implementation of teaching English speaking skill makes the students know and learn early about English, then the teacher uses textbook, pictorial, and song to make the student more understand. And the last is Zhu (2012) draws the conclusion on his research that games can make the learners interested with the lesson. Based on some previous studies, actually all of the researchers have the same topic. They focused on speaking skill but they used different method and technique for their research. It can be concluded that the differences from the other researchers, the writer only found one technique in the classroom teaching-learning of speaking skill used by the English teacher at the observation. The other difference of this research with the previous study is in the subject. The subject of this study is the English teacher and the tenth grade students of Office Administration Department in SMK N 1 Banyudono in 2015/2016 academic year.

4. CONCLUSION

- a. The technique used by the teacher during teaching-learning process in speaking is discussion. The teacher does not use the same teaching procedures in every meeting because he adjusts the material with the situation of the class. The teaching procedures used by teacher are different in every meeting. First observation the teaching procedures used by the teacher are opening, choral imitation, individual imitation, assignment, presentation, evaluation, and closing. The second observation the teacher procedures are opening, individual imitation, assignment, presentation, evaluating, and close. The third observation, the teaching procedures used by the teacher are opening, choral imitation, assignment, presentation, evaluation, and closing.
- b. The problems faced by the teacher and the students in teaching-learning on speaking skill:
 - 1) The problems faced by the teacher are limited time in speaking teaching-learning process at the tenth grade of Office Administration Department, and the different capability of the students of the tenth grade of Office Administration Department of SMK N 1 Banyudono.

- 2) The problems faced by the students in learning speaking are the lack of vocabulary, the difficulty in pronouncing the words, the difficulty in spelling the words, and being afraid of making mistakes.
- c. The strategies for solving the problems faced by the teacher and the students.
 - 1) The strategies for solving the problems faced by the teacher are 1) the teacher makes a summary or points before teaching speaking; 2) the teacher always gives some opportunities to the students to ask, and the teacher allows the students to bring a dictionary or laptop.
 - 2) The strategies to solve the problems faced by the students are 1) the students bring a dictionary or a laptop in English class; 2) the students have to practice English frequently by imitating an English film, music, or another English expressions in Youtube to make them understand how to pronounce the English words; 3) the students read an English books or articles to understand how to spell the words; and 4) the students commute their assumption that learning English is easy and initiate to learnt it, so that they are not being afraid of making mistakes.

According to the observation, the teacher implemented some principle for teaching speaking as already told by Brown (2001: 275-276) and Nunan (2003: 5456). The teacher used discussion technique for teaching speaking skill in order to gave the student an opportunity for oral communication. The teacher also give the student a chance to make a group and a pair for discuss the topic that given by him. After the assignment finished, the student must deliver the result of their discussion in front of the class. Sometimes the teacher asked the student to looked for some meaning in every words. Then, the teacher check the student's assignment and gave the correction for the best sentences. He also always gave them the motivation to makes the students more dilligent in learning.

After the writer draws the conclusions, the writer gives suggestion for some parties, as follows:

1. For teacher
 - a. The teacher should be more creative in teaching English, especially in teaching speaking, so that the students do not feel bored in learning the foreign language.
 - b. The teacher should always give motivation and support to the students, so that the students will be encouraged to learn English.
 - c. The teacher should always give more opportunities to the students to be talkative, especially in speaking teaching-learning process.
2. For the students
 - a. The students should realize that learning English is very important for their live because English is very needed in this modern era.
 - b. The students should realize that speaking ability in English is very needed and it is important to be applied in daily life.
3. For other researcher

The writer realizes that this research is far from perfection. This research has so many weaknesses because of the limited skill of the writer. It is expected that this study can be used as a starting point to conduct the further research from the different point

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